**DOCUMENT RESUME**

ED 385 982 EC 304 181

| | |
|---|---|
| TITLE | Division of High Schools, Public Law 100.297 (Formerly 89-313) Instructional Support Program, 1993-94. OER Evaluation Report. |
| INSTITUTION | New York City Board of Education, Brooklyn, NY. Office of Educational Research. |
| PUB DATE | 1 Aug 94 |
| NOTE | 44p. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Assistive Devices (for Disabled); Communication Aids (for Disabled); *Communication Skills; *Computer Uses in Education; Dictionaries; *Disabilities; *Electronic Equipment; Encyclopedias; Program Effectiveness; Program Evaluation; *Reference Materials; Remedial Instruction; Secondary Education; *Student Adjustment; Theater Arts; Urban Education |
| IDENTIFIERS | *New York City Board of Education |

ABSTRACT

The Division of High Schools Public Law 100.297 Instructional Support program serves eligible students with disabilities, ages 12-21, who have entered New York City public schools after attending state-operated or state-supported settings and who encounter difficulties adjusting to the high school special education environment. In 1993-94 the program served approximately 183 eligible certified students and an additional 681 students with similar needs from 85 schools. The program sought to improve student achievement through training with computerized instructional aids, including: the Franklin Speaking Dictionary, the Columbia Electronic Encyclopedia, and the Macintosh laptop computer. Students were able to take these devices home to help with communication skills, school assignments, and use of reference materials. Teacher coaches trained and supported students and maintained regular contact with parents. Other program components included: a parent student conference, a trip to the Metropolitan Museum of Art, two Macintosh laptop orientations for parents and students, and a weekend retreat with extensive training in the use of the Macintosh laptop computer. Appendices provide data from activity evaluation questionnaires and an evaluation summary concerning the program's theater activities. (SW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 385 982

# OER Report

## DIVISION OF HIGH SCHOOLS
## PUBLIC LAW 100.297 (FORMERLY 89-313)
## INSTRUCTIONAL SUPPORT PROGRAM
## OER EVALUATION REPORT
## 1993-94

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Tobias
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 304 181

BEST COPY AVAILABLE

## BOARD OF EDUCATION
## OF THE CITY OF NEW YORK

**Carol A. Gresser**
*President*

**Irene H. Impellizzeri**
*Vice President*

**Louis DeSario**
**Sandra E. Lerner**
**Luis O. Reyes**
**Ninfa Segarra-Vélez**
**William C. Thompson, Jr.**
*Members*

**Tiffany Raspberry**
*Student Advisory Member*

**Ramon C. Cortines**
*Chancellor*

8/1/94

BEST COPY AVAILABLE

It is the policy of the Board of Education of the City School District of the City of New York not to discriminate on the basis of race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Frederick A. Hill, Jr., Director (Acting), Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201. Telephone: (718) 935-3320.

## SUMMARY

The Division of High Schools Public Law 100.297 (formerly P.L. 89-313) Instructional Support program served eligible students ages 12-21 in MIS I, MIS II, SIS I, and Hearing Impaired programs who have entered New York City public high schools from institutional settings. Eligible students had been enrolled in state-operated or state-supported settings for at least one year prior to being transferred to a New York City public school and were encountering difficulties adjusting to the high school special education environment. The P.L. 100.297 program provided additional support for these students. The program's goal was to improve student reading and communication skills based on direct training in the use of electronic instructional equipment and materials.

In 1993-94 the program served approximately 183 eligible certified students and an additional 681 students who had a similar history and needs as the target population. The students came from a total of 85 schools. The program was staffed by one program director, one program coordinator, six per-session teacher coaches, and three additional consulting staff members. The main objective of the program was to improve student achievement through training in the use of three computerized instructional aids: the Franklin Speaking Dictionary, the Columbia Electronic Encyclopedia, and the Macintosh laptop computer. The devices were given to the students on a home-loan basis in order to help them with communication skills, preparation of school assignments, and the use of reference materials. Teacher coaches were responsible for the training and ongoing support of students in school, and they maintained regular contact with parents through weekly telephone conversations and meetings. In addition, the program offered these components: a full-day parent/student conference conducted by Franklin Electronic Publishers Inc. and attended by 68 parents and students; a trip to the Metropolitan Museum of Art attended by 44 parent/student teams that use Franklin Encyclopedias and Dictionaries; two Macintosh laptop orientation sessions (the group of laptop recipients was divided into two for training purposes, and a total of 75 parents and students received orientation on two different days); and a weekend retreat with extensive training in the use of the Macintosh laptop computer attended by 45 students and parents. Additional training and support was offered by the Office of Instructional Technology (which is part of the Division of Instruction and Professional Development) at the New York City Board of Education, Computer Resource Services, Apple Computers, and NYNEX.

An alternative program, Arts in Education, was provided for program students, as well as for other students with similar history and needs as the target population, as funding and programming permitted. A cultural/educational service, Theatre For A New Audience, was contracted to provide instructional activities in the performing arts.

The Office of Educational Research (OER) found that the program was fully implemented as planned and was successful in meeting the implementation and outcome objectives. Staff training on the devices and on how to support the parent/student teams was appropriate and ongoing, and teacher coaches, the program director, and the program coordinator provided the intended services to students and parents during the program year.

The objective that stated that student achievement in reading, writing, and research skills will improve due to the use of the Franklin Wordmaster and the Columbia Encyclopedia was measured by a pre/post testing technique, called an information literacy assessment tool. Seventy-two percent of the 39 students who took both pre and post-tests showed growth. The Macintosh laptop computer program participants were administered an informational pre-test at the time that they received the devices. The post-test will be administered at the beginning of the 1994-95 academic year, thereby allowing ample time for all the aspects of this new program component to be fully implemented.

Based on the findings of the evaluation, OER recommends that program administrators:

- make training for the Franklin devices and the Macintosh laptop more accessible through additional after-school training sessions for the students and additional workshops for the parent/student teams;
- expand the Arts in Education program to serve more students with histories and needs similar to those of the target population, as time and finances permit;
- start the program as early in the school year as possible to enable the students to derive the maximum benefit from using the electronic devices to help them with their academic progress; and
- hire additional teacher coaches to permit more frequent communications with parent/student teams, as well as an expansion of the served population.

ACKNOWLEDGEMENTS

This report was prepared by the Office of Education Research's Student Progress Evaluation Unit (OER/SPEU) under the direction of Dr. Henry Solomon. Susan Green served as the project coordinator and wrote the final report. We are grateful for the assistance offered by the program director, Regina Zacker the program coordinator, Ron Gorsky, and for the help of Sandra Parris with the Theatre for a New Audience evaluation piece. Editorial assistance was provided by Joan Katz.

Additional copies of this report are available by writing to:

Dr. Henry Solomon
Student Progress Evaluation Unit
Office of Educational Research
110 Livingston Street-Room 734
Brooklyn, New York 11201
Telephone (718) 935-3782
FAX (718) 935-5490

CONTENTS


| | | PAGE |
|---|---|---|
| | SUMMARY | i |
| | ACKNOWLEDGEMENTS | iii |
| I. | INTRODUCTION | 1 |
| II. | IMPLEMENTATION | 5 |
| III. | OUTCOMES | 15 |
| IV. | CONCLUSIONS AND RECOMMENDATIONS | 16 |
| | APPENDIX A | 17 |
| | APPENDIX B | 29 |

## LIST OF TABLES


| | PAGE |
|---|---|
| Table A-1 | 18 |
| Table A-2 | 19 |
| Table A-3 | 20 |
| Table A-4 | 21 |
| Table A-5 | 22 |
| Table A-6 | 23 |
| Table A-7 | 24 |
| Table A-8 | 25 |
| Table A-9 | 26 |
| Table A-10 | 27 |
| Table A-11 | 28 |
| Table B-1 | 34 |
| Table B-2 | 35 |
| Table B-3 | 36 |

# I. INTRODUCTION

## Background

The Public Law 100.297 (formerly 89-313) Instructional Support program is a federally-funded program designed to supplement local and state efforts to provide education to eligible children with particular handicapping conditions who have entered New York City public high schools from institutional settings. Eligible students* are those who have been enrolled in state-operated or state-supported settings for at least one year prior to being transferred to a New York City public school and who may be encountering difficulties adjusting to a high school's special education classroom environment as a result of their experience in highly structured state-supported settings. The organization of the high school curriculum and schedule provides limited opportunities for high school special education students to receive supplementary support. The P.L. 100.297 program provides the additional support these students need.

The objective of the 1993-94 High School 100.297 program was to improve student achievement based on direct training in the use of instructional equipment and materials. Participating students and their parent or guardian, acting as a team, received direct support through training in the use of three computerized instructional aids: the Franklin Electronic Speaking Dictionary,

---

*Although the program was funded by P.L. 100.297 this year, the criteria for inclusion in the program continued to be those used under P.L. 89-313, and staff members continued to use this terminology in referring to the students; this terminology has therefore been maintained in the text of this report.

the Columbia Electronic Encyclopedia, and the Macintosh laptop computer. The devices were given to the students on a home-loan basis to help them improve communication and dictionary referencing skills, create more effective independent study skills, and learn to work cooperatively on assignments with their parent teammate, as well as with other students..

During 1993-94 the program's stated measure of student success was a pre/post testing technique, called an information literacy assessment tool, that was administered at the beginning and at the end of the year-long Franklin program. The Macintosh laptop program is a longitudinal four-year program that begins in ninth grade, and that will be examined over the four years to determine the extent of student progress. The pre-test was administered at the beginning of the program, and a post-test will be administered early in the 1994-95 school year.

STAFFING

The program was staffed by one program director, one program coordinator, six per-session teacher coaches, and three additional consulting staff members. The teacher coaches supported student and parent teams in the use of home loan devices. Teacher coaches maintained anecdotal telephone contact logs to document their weekly contact with parent/student teams for the purpose of offering assistance in curricular needs and technical assistance with the electronic devices.

Eligible students were served by a supplemental Arts In Education program component, Theatre For A New Audience

(T.F.N.A.), which provided schools with various hands-on experiences that were integrated into the English class curriculum, including playwriting, and were adapted to meet the individual social, academic, and cultural needs of both students and staff. The T.F.N.A. program served 690 special education students in 46 classes program-wide, in addition to supplementing the educational experiences of 810 mainstream students. Performances at the end of the school year involved professional program actors performing student-authored plays, and were attended by the program students and staff, as well as parents and invited guests.

PARTICIPANTS

During the 1993-94 program year the eligible target population included 183 program eligible students and those having similar characteristics between the ages of 12-21 in MIS I, MIS II, SIS I, and Hearing Impaired programs. The additional students receiving student services were not certified as eligible for the program, but their handicapping conditions and recent educational history made them appropriate candidates for service, whenever staff time and funding permitted.

EVALUATION PROCEDURES

The OER evaluation of the High School P.L. 100.297 program included an observation of two full-day conferences providing training in the use of the Franklin educational devices; surveys of teacher coaches, selected parents, and students at the observed conferences; surveys of participants at a week-end long

training conference for the Macintosh laptop; a trip to the Metropolitan Museum of Art for users of the Franklin Wordmaster Dictionary and the Columbia Encyclopedia; follow-up questionnaires that inquire about the usefulness of training activities several months after the training conferences; a review of teacher coach contact logs,; and an interview with the program director.

Evaluation questions included:

- Did the program meet the teacher coach training objectives?
- Did the program meet the parent support objectives?
- Did the program meet the student training objectives?
- Did the students in the home loan device component meet the objective of improving their reading, writing, and communications skills?

SCOPE OF THIS REPORT

Chapter II of this report covers the implementation of the program, Chapter III examines program outcomes, and Chapter IV offers OER's conclusions and recommendations.

## II. IMPLEMENTATION

### STAFFING AND PARTICIPATION

Six teacher coaches, with the help of three assisting consultants, the program director, and the program coordinator provided the intended services to 183 program-eligible students and other students coming from a total of 85 sites in all five boroughs. Placement of the program participants with coaches was based on historical prerogatives (teacher coaches served the students previously), and proximity of the student to the teacher coach's home school assignment. All the proposed targeted population was served, either with an electronic device (22 students received Dictionaries for the first time, 12 students received Encyclopedias for the first time, and 21 students received Macintosh laptops for the first time), or with the Theatre For A New Audience supplemental Arts in Education program. When funding and time permitted, each school's Assistant Principal for Special Education (APSE) reviewed student records to identify "89-313-like" students (who were not certified for program participation, but demonstrated many of the same educational and social characteristics as program students) as additional Arts program participants.

During the 1993-94 academic year students received service directly from the teacher coaches in several ways: on-going training on the electronic devices in partnership with a parent, guardian, or other adult family member (called a "Learning

Team"), which included weekly "non-notification"* contacts with the teams (teacher coaches were required to keep a phone contact log to document these contacts--see Table A-1); communication with the teams through NYCENET using their computers (teams were also able to communicate with each other using their laptops and the NYCENET network); technical support in the actual use of the laptop; and hands-on training at all-day and weekend-long conferences and trips.

The program director was interviewed and asked to comment on her observations of the 1993-94 program's strengths and areas of needed improvement. The director pointed out that the addition of the laptop component to the program greatly enriched the lives of the 21 parent/student teams who received ongoing technical and academic support from the teacher coaches. Also, the week-end laptop training retreat served to help train the students and parents in the use of the computer, enriched the teacher coach and other staff members' knowledge of computer operations, as well as creating a social network for communication amongst the program participants. These positive aspects of the program, plus the continuing support and training offered to those who received Franklin devices during this year or the previous academic year, made the program successful. The director hopes that the program will expand in the future to allow for upgrading

---

*A non-notification phone contact is defined as a contact that is not made for the purpose of making appointments or other administrative details, but rather as part of the ongoing instructional process.

of the laptops, additional training for those teams already using the electronic devices, and greater opportunities for networking between parents and students using all the devices.

PROGRAM ACTIVITIES

Full-Day Introductory Conference for the Macintosh Laptop

Two full-day_introductory conferences were held to distribute Macintosh laptop computers to parent/student teams (the teams receiving the laptop were divided into two groups, and the initial orientation was repeated twice). Participants in this program were selected from 100.297-certified students who were in ninth grade, thereby permitting the home-loan program to extend throughout the student's high school career. The laptops (already loaded with software) along with descriptive literature were distributed at the conference. Fundamental training, including the presentation of a video that was especially prepared for the program participants, was offered at the first session. Parents and students were surveyed by OER about their impressions of the introductory conference. Of the 36 team members surveyed (19 parents and 17 students), the mean rating of the overall workshop by the parents was 4.7, and that of the students was 4.9* . The parents gave themselves a mean rating of 4.0 regarding their ability to understand the computer after the training, and the students gave themselves a mean rating of 4.6 in response to the same question. (See Table A-2).

---

*Five-point Likert scales with 5 as the most positive rating were used throughout the evaluation, unless otherwise indicated.

Week-end Conference for the Macintosh Laptop Computer

The weekend laptop conference was held at a conference center, and was attended by 45 parents/student teams, as well as nine program staff (including the program director, the program coordinator, teacher coaches, and program consultants). All staff, students, and parents received training in the many uses of the Macintosh laptop computer. A Macintosh representative and a NYCENET trainer from the Office of Instructional Technology at the New york City Board of Education ran the training sessions. The teams had received these computers at an earlier conference, and had some time to experiment with them prior to the weekend training conference.

Teacher coaches and other attending staff (identified on the surveys as "presenters") were asked if they believed that the workshop participants learned those things that the presenters hoped that they would learn. The mean rating for this question was 4.2 (See Table A-3).

Students attending the weekend laptop conference were asked to rate the Saturday and the Sunday workshops separately. The mean scores for the workshops were high, both being 4.6 (See Table A-4). The students said that they learned many things about the operation of the laptop, including how to file a document, printing, and work with the NYCENET network.

Parents attending the laptop weekend were also surveyed about their impressions of the training offered, and they rated the experience highly. Both the Saturday and Sunday workshops

received a mean rating of 4.7. After the conference, parents gave themselves a mean rating of 4.0 to indicate how much they believed they understood how to use the computer. They gave their children a mean rating of 4.2 (slightly better than their own rating) as an indication of the extent to which they believed their children understood how to use the computer (see Table A-5).

A follow-up questionnaire was sent out a few months after the laptop week-end, and a total of 14 teams responded. A mean rating of 4.1 was given by the teams in response to the question "How often does the team use the laptop for school-related activities?". Eight of the responding teams said that they received a lot of help from the teacher coaches with regard to maintenance and operation of the laptop. Some of the suggestions made by the respondents included: set up a lending library for computer-related information and software, and have more training sessions in the future (see Table A-6).

Full-day Conference for Franklin Electronic Devices

A full-day conference was held for Franklin dictionary and encyclopedia users, and was attended by 68 parent/student team members, and ten program staff. Three Franklin representatives ran the workshops. Teacher coaches, students, and parents received training on the Franklin Speaking Dictionary and the Columbia Encyclopedia, and all students who did not already have a device received one for home-loan. Those teams who received the Encyclopedia during the previous academic year were given

more extensive training in the use of the device. Teacher coaches and other auxiliary staff (n=7) who responded to a survey distributed at the training rated the training session's helpfulness in teaching them about the Franklin devices highly, 5.7* (See Table A-7).

After attending the conference, parents gave their ability to help their child with the Franklin device a mean rating of 4.9 (See Table A-8). Twenty-three of the 24 responding parents stated that they knew how to use the device after the training session.

Students surveyed at the end of the conference indicated that they learned a great deal about the device at the session (a mean of 5.2), and that they enjoy their device (a mean of 5.8)--see Table A-9. Twenty-three of the 32 students responding said that they know who to call if they need assistance with their devices.

A follow-up questionnaire was sent out to those who attended the Franklin conference. Twenty-two parent/student teams responded to the questionnaire, with 12 teams using the dictionary for the first time, five teams using the encyclopedia for the first time, and four teams using the encyclopedia for the second year in a row. Nine of the teams commented that the Franklin devices were outstanding, helping with grade improvement. (See Table A-10).

---

*The survey distributed at this conference used a 6 point Likert scale where 6 is the most frequent or most positive response.

Museum Trip For Franklin Device Program Participants

As an enrichment activity for Franklin device program participants, a museum trip to the Metropolitan Museum of Art took place in May, 1994. The museum trip was attended by a total of 44 parent/student team members who brought their Franklin Speaking Dictionaries and Columbia Encyclopedias with them to participate in creative writing and artistic activities.

The students completed questionnaires at the end of the trip, indicating whether they used their Encyclopedia or Dictionary to study pre-assigned vocabulary words in preparation for this trip. Four of the five students who had Encyclopedias and who responded to the survey said that they did use the device as assigned, and seven of the eight students with Dictionaries concurred. Also, students using the Encyclopedia noted that they were able to use their device to look up information on different topics (all of those responding to the survey said this), find related topics of interest (80 percent), and find important names and dates (80 percent). Of the student Dictionary users, seven out of eight students responding to the survey said that the device helped them check definitions, and six said that the speaking Dictionary helped them with word pronunciations.

Parents, who are an essential part of the parent/student team in the Franklin part of the program, were also surveyed at the end of the museum trip. Of the three parents who responded to the surveys and who used the Encyclopedia with their child, two said that using the encyclopedia to learn the vocabulary list

for the trip made studying easier. Two of the three parents cited the encyclopedia's help with finding related topics of interest, and two of the three said that the Encyclopedia helped them do a search for more specific information.

Six parents using the dictionary attended the museum trip and completed questionnaires. All of these surveyed parents said that using the Franklin Wordmaster Dictionary helped make studying the vocabulary assigned for the trip more interesting. Five of the six respondents said that the dictionary has been used to check definitions of words, and one-half of the parents who responded to the survey said that the Dictionary helped with reading.

Arts in Education

The Arts in Education program provided enrichment in the area of dramatic arts and playwriting for program students and other non-certified but similar students at a total of 33 elementary, middle, and high schools. Participants included some students who were unable to attend the P.L. 100.297 conferences, as well as others who did attend a conference. Theatre For A New Audience (T.F.N.A.) was the program offered during the 1993-94 program year, and OER evaluated the program, as described in the Appendix B. In general, the Arts in Education program objectives were met during the program year.

PARENT INVOLVEMENT

Each of the program activities--the Macintosh laptop introductory conference, the week-end Macintosh laptop training

retreat, the Franklin full-day conference, and the Franklin museum trip; the teacher coach telephone contacts; the NYCENET communications through the laptops; was conducted with the objective of promoting parent involvement. The invitations to attend the conferences, the museum trip, and the T.F.N.A. final performances were extended to both students and parents, and the students and parents were consequently treated as teams when attending conferences and trips.

The teacher coach telephone contacts, while primarily oriented toward curricular support for students, were guided by an interchange between the teacher coach and the parent/student teams. Parent input and involvement were significant ongoing components of the program.

STAFF DEVELOPMENT ACTIVITIES

Nine of the staff for the P.L. 100.297 program answered an end-of-the-year teacher coach survey. Those surveyed gave the program strengths as follows: the concept of parent/student teams (n=4), multi-faceted activities like the museum trip (n=4), the program offers cutting-edge technology (n=3), and building student self-esteem (n=2).

In addition to the conferences and the museum trip, staff development activities included teacher coach training sessions by Franklin and Macintosh staff on each of the devices given to students on a home-loan basis. In addition, NYCENET training was offered to all those attending the week-end Macintosh laptop retreat. Six of the nine coaches and associated staff surveyed

said that they received enough training on the Franklin Dictionary, seven of the nine said they received enough training on the Columbia Encyclopedia, and six of the nine respondents said that they received enough training on the Macintosh laptop. (See Table A-11)

## III. OUTCOMES

Most of the outcome objectives for the 1993-94 program year were met or exceeded, as noted below:

- The number of students served during the program year (183 program-eligible students) exceeded the target population of 123 students.

- All the program-eligible students received direct academic support through the use of the Franklin or Macintosh devices, and/or enrichment through the Theatre For A New Audience program, the only component of the Arts In Education program.

- Seventy-two percent of those Franklin device users who took both a pre- and post-test (n=39) demonstrated growth.

- Every parent/student learning team was assigned to a teacher coach, who maintained logs of his/her contact with the teams, communicated with the team through use of the NYCENET computer network, and provided continuous instructional and technical support. All teams were registered on the NYCENET bulletin board system by the end of the academic year, all had mailboxes, and all sent communications to staff members and networked with each other.

## IV. CONCLUSIONS AND RECOMMENDATIONS

The federally funded P.L. 100.297 program served 183 students during the 1993-94 program year. OER found that the program was fully implemented as planned and was successful in meeting or exceeding most of the implementation and outcome objectives.

Staff training on the devices and on how to support the parent/student teams was appropriate. Teacher coaches served their parent/student teams successfully.

Based on the findings of the evaluation, OER recommends that the program administrators:

- make training for the Franklin devices and the Macintosh laptop more accessible for the current participants through additional after-school training sessions for the students and additional workshops for the parent/student teams;
- expand the Arts in Education program to serve more students with histories and needs similar to those of the target population, as time and finances permit;
- start the program as early in the school year as possible to enable the students to derive the maximum benefit from using the electronic devices to help them with their academic progress, and
- expand the program to facilitate more frequent communications with parent/student teams.

# APPENDIX A

TABLE A-1

TEACHER COACH CONTACTS WITH LEARNING TEAMS, 1993-94

| Teacher Coach | # Learning Teams[a] | # Contacts[b] |
|---|---|---|
| A | 18 | 75 |
| B | 19 | 150 |
| C | 21 | 35 |
| D | 64 | 389 |
| E | 4 | 97 |
| TOTALS | 126 | 746 |

[a] A Learning Team consists of a program student plus a parent, guardian, or other adult relative.

[b] A contact consists of a home phone call, after-school tutoring session, special activity (e.g. conference), or personal classroom contact.

TABLE A-2
FEBRUARY 1994 LAPTOP INTRODUCTORY WORKSHOP
PARENT/STUDENT TEAM RESPONSES
(N=36)[a]

| Questions | Parents (n=19) | Students (n=17) |
|---|---|---|
| Rate the Overall Workshop | Mean=4.7[b] | Mean=4.9 |
| Rate amount of time given to ask questions | Mean=4.8 | Mean=4.7 |
| Rate your extent of understanding of how to use computer | Mean=4.0 | Mean=4.6 |
| Rate your extent of understanding of what is expected of you in program | Mean=4.6 | Mean=4.7 |
| Which part of the workshop was most useful?[c] | •Learning about using the computer (n=9)<br>•Everything was useful (n=4)<br>•Learning about the program (n=2) | •The whole workshop was useful (n=4)<br>•Learning how to operate the computer (n=7)<br>•Learning about the program (n=2) |
| Which part of the workshop was least useful? | •Everything in the workshop was useful (n=12) | •Everything in the workshop was useful (n=4) |
| What else do you need to know about the computer and the program? | •Anything we haven't been taught yet (n=8)<br>•There's nothing additional that I need to know (n=3) | •I don't need to know anything else (n=3)<br>•More overall training (n=4)<br>•Will the computer improve my writing? (n=1)<br>•More about NYCENET (n=1) |
| Any comments or suggestions? | <u>Comments</u>:<br>•Enjoy the program so far/looking forward to participating (n=6) | <u>Comments</u>:<br>This is a wonderful, well organized program (n=6) |

[a]Two respondents did not identify themselves as either a parent or a student. Their responses to the questions were not included in this table.
[b]Using a Likert scale of 1 "Poor" to 5 "Excellent".
[c]Multiple responses to this question are possible.

TABLE A-3
1993-94 H.S. 100.297 (89-313)
WEEK-END LAPTOP PRESENTER QUESTIONNAIRE
(N=9)

| QUESTION | PRESENTER RESPONSE |
|---|---|
| Describe the activitity/training that the student/parent teams participated in with you this week-end[a] | •Presenters were trained themselves (e.g. NYCENET, graphics, word processing) (n=7)<br>•Coaching families (n=3)<br>•Making t-shirts (n=1) |
| Have you provided this training previously? | 7 said "No"<br>2 said "Yes" |
| What is your experience with these training activity topics? | •Limited experience (n=3)<br>•Acted as a participant, not a trainer (n=2)<br>•I have trained others (n=1)<br>•I give basic, ongoing laptop training (n=1)<br>•I am experienced overall (n=1)<br>•I was a Franklin Wordmaster Coach (n=1) |
| Have you had any recent training? | 5 said "Yes"<br>3 said "No"<br>1 didn't respond |
| What skills/knowledge do you expect the participants to gain from these training activities?[a] | •In-depth knowledge of the laptop (n=5)<br>•Skills useful for schoolwork (n=4)<br>•How to use NYCENET (n=3)<br>•How to write and print (n=2)<br>•How to use the support system set up between coaches, parents, and students (n=1) |
| To what extent did the workshop participants learn what they hoped that they would learn?[b] | Mean=4.2 |
| What criteria did you use to decide how much the participants learned at the workshops?[a] | •Printed hard copies show mastery (n=7)<br>•Show ability to work on their own (n=2)<br>•Produce a t-shirt (n=1)<br>•Tell by written evaluation (n=1) |
| What needs to be provided to participants to assist them with laptop?[a] | •More hours of training (n=7)<br>•Support/resource people to contact (n=3)<br>•More in-depth practice of communication skills (n=1)<br>•Things are excellent just as they are (n=1) |

[a]Multiple responses to this question are possible.
[b]Using a Likert scale of 1 "Very Little" to 5 "A Great Deal".

TABLE A-4
1993-94 H.S. 100.297 (89-313)
WEEK-END LAPTOP WORKSHOP STUDENT QUESTIONNAIRE
(N=19)

| QUESTION | PARENT RESPONSE |
|---|---|
| Rate the Saturday Workshop | Mean=4.6[a] |
| Rate the Sunday workshop | Mean=4.6 |
| Rate the amount of time you were given to ask questions | Mean=4.0 |
| Rate the extent of your understanding of how to use the computer | Mean=4.7 |
| Rate the extent of your parent's understanding of how to use the computer | Mean=3.9 |
| Rate your understanding of <u>what is expected of you</u> as a team member with your parent | Mean=4.5 |
| What things did you learn about the computer that were useful?[b] | •How to file a document (n=5)<br>•Learned many different things (n=4)<br>•How to print things (n=4)<br>•Learned about NYCENET (n=3)<br>•Learned about Clarisworks (n=3)<br>•Learned about playing games (n=2)<br>•Learned how to do clip art (n=2) |
| Which part of the workshops did you find to be the least useful?[b] | •Every part of the workshop was useful (n=10)<br>•Clarisworks (n=4)<br>•Word processing (n=2) |
| What additional information/training would you like? | •More drawing training (n=2)<br>•More NYCENET training (n=2)<br>•More on computer math programs (n=2)<br>•More training in general (n=2) |
| Any comments or suggestions? | <u>Comments</u>:<br>The workshops were fun/perfect (n=4)<br>Keep up the good work (n=2)<br><u>Suggestions</u>:<br>Offer more training and help (n=2)<br>Offer more week-end training workshops (n=2) |

[a]Using a Likert scale of 1 "Poor" to 5 "Excellent".

TABLE A-5
1993-94 H.S. 100.297 (89-313)
WEEK-END LAPTOP WORKSHOP PARENT QUESTIONNAIRE
(N=22)

| QUESTION | PARENT RESPONSE |
|---|---|
| Rate the Saturday Workshop | Mean=4.7[a] |
| Rate the Sunday workshop | Mean=4.7 |
| Rate the amount of time you were given to ask questions | Mean=4.5 |
| Rate the extent of your understanding of how to use the computer | Mean=4.0 |
| Rate the extent of your child's understanding of how to use the computer | Mean=4.2 |
| Rate your understanding of <u>what is expected of you</u> as a team member with your child | Mean=4.5 |
| What things did you learn about the computer that were useful?[b] | •Learned a variety of things (n=8)<br>•Learned about NYCENET (n=7)<br>•Learned to create/clear files (n=5)<br>•Learned about Clarisworks (n=3)<br>•Learned about the printer (n=3) |
| Which part of the workshops did you find to be the least useful?[b] | •All areas were useful/excellent (n=16)<br>•Some of the more basic things (n=1)<br>•Word processing (n=1)<br>•The modem (n=1) |
| What additional information/training would you like? | •More overall training (n=5)<br>•More NYCENET training (n=2)<br>•More fax training (n=2)<br>•More word processing training (n=2) |
| Any comments or suggestions? | <u>Comments</u>:<br>The workshops were very good (n=8)<br><u>Suggestions</u>:<br>Give additional training (n=3)<br>Keep the program going (n=3)<br>Add more students to the program (n=2)<br>Give program students each other's phone numbers (n=1)<br>Simplify training manuals (n=1) |

[a]Using a Likert scale of 1 "Poor" to 5 "Excellent".
[b]Multiple responses were possible for this question.

TABLE A-6
H.S. 100.297 (89-313)
FOLLOW-UP SURVEY FOR LAPTOP PROGRAM STUDENT/PARENT TEAMS
(N=14)

| QUESTION | TEAM RESPONSE |
|---|---|
| How often does the team use the laptop for school-related activities? | Mean=4.1[a] |
| What are some of the ways you have used the laptop?[b] | • 13 said with homework<br>• 8 said with school projects<br>• 1 said with school trips<br>• 8 said with personal activities<br>• 6 said with other (e.g. NYCENET, resumes, book reports, print calendars) |
| Gotten the help you need from teacher coaches? | • 4 said they didn't need help<br>• 2 said they got some help<br>• 8 said they got a lot of help |
| What kind of help did you get from teacher coaches? | • 6 said help with using the computer<br>• 3 said help with software<br>• 1 said help with the printer |
| What additional assistance could help you use laptop more effectively?[b] | • 6 said more workshops/information<br>• 2 said more opportunities to work together<br>• 1 said more/better support materials<br>• 2 said more help with NYCENET<br>• 1 said more help with printing<br>• 1 said more help from teacher coaches<br>• 1 said more help with faxing<br>• 1 said help with correcting problems |
| What advice can you offer who will use laptop in the future?[b] | • 10 said use laptop frequently to keep learning/to master concepts<br>• 1 said work together as a team<br>• 1 said use NYCENET frequently<br>• 1 said practice with coaches present to answer questions<br>• 1 said be careful about wasting the battery pack |
| Any comments or suggestions?[b] | <u>Comments</u>:<br>• Keep up the great program (n=4)<br>• NYCENET can be difficult to use (n=1)<br>• Laptop helps a lot with schoolwork (n=1)<br><u>Suggestions</u>:<br>• Set up a lending library for information and software (n=2)<br>• Have more training workshops (n=2) |

[a]Using a Likert scale of 1 "Not at all" to 5 "All the time".
[b]Multiple responses were possible for this question.

TABLE A-7
1993-94 H.S. 100.297 (89-313)
FRANKLIN CONFERENCE TEACHER QUESTIONNAIRE
(N=7)

| QUESTION | TEACHER RESPONSE |
|---|---|
| Were you trained on the Language Master or the Encyclopedia? | All 7 said "Yes" |
| Were you trained by the Franklin Computer representative? | All 7 said "Yes" |
| How many training sessions did you attend? How many hours of training did you receive? | Sessions Attended:<br>1 session (n=2)<br>2 sessions (n=3)<br>4 sessions (n=1)<br>5 sessions (n=1)<br>Hours of Training:<br>2 hours (n=2)<br>4 hours (n=4)<br>15 hours (n=1) |
| How helpful was the training you received which taught you to use the Language Master and/or Encyclopedia?[a] | Mean=5.7 |
| How helpful was the training you received on how to teach students and parents to use the Franklin devices?[a] | Mean= 5.3 |
| Do you know who to contact if you have questions about using the Franklin devices? | All 7 said "Yes" |
| Any suggestions that could help you to teach students and parents about using the Franklin devices? | •This (training) approach was very helpful (n=1)<br>•Follow-up training is always helpful (n=1) |

[a]Using a Likert scale from 1 "Not Helpful" to 6 "Very Helpful".

TABLE A-8
1993-94 H.S. 100.297 (89-313)
FRANKLIN CONFERENCE PARENT QUESTIONNAIRE
(N=24)

| QUESTION | PARENT RESPONSE |
|---|---|
| How did you learn about the conference today?[a] | •14 said Division of H.S. sent an invitation<br>•11 said teacher coach telephoned<br>•7 said their child told them<br>•1 said the assistant principal sent an invitation |
| What piece of Franklin equipment does your child have?[b] | Speaking Dictionary (n=16)<br>Electronic Encyclopedia (n=9) |
| After the training today, do you know how to use the device? | 23 said "Yes"<br>1 said "No" |
| After the training today, how able are you to help your child to use the Franklin equipment?[c] | Mean=4.9 |
| Do you know who to call if you have questions about using the Franklin equipment? | 16 said "Yes"<br>6 said "No" |

[a]Multiple answers are possible for this question.
[b]Students may have more than one piece of equipment.
[c]Using a Likert scale from 1 "Not At All Able" to 6 "Very Able".

TABLE A-9
1993-94 H.S. 100.297 (89-313)
FRANKLIN CONFERENCE STUDENT QUESTIONNAIRE
(N=32)

| QUESTION | STUDENT RESPONSE |
|---|---|
| Which Franklin device did you receive today? | • 15 said Franklin Language Master<br>• 10 said Franklin Encyclopedia<br>• 2 said they have both devices |
| If you got the device today, have you ever used something like this before? | 9 said "Yes"<br>21 said "No" |
| How much did you learn today about using the Franklin device?[a] | Mean=5.2 |
| How much do you like the Franklin device?[b] | Mean=5.8 |
| Do you know who to call if you have questions about how to use your Franklin device? | 23 said "Yes"<br>9 said "No" |
| Any comments or suggestions? | •Very pleased with the presentation and the device (n=7)<br>•The Encyclopedia is useful for school reports (n=2)<br>•Thankful for the caring the program gives (n=3) |

[a]Using a Likert scale from 1 "Nothing" to 6 "A Lot"
[b]Using a Likert scale from 1 "Not At All" to 6 "Very Much"

## TABLE A-10
## H.S. 100.297 (89-313)
## FRANKLIN CONFERENCE FOLLOW-UP QUESTIONNAIRE
## FOR PARENT-STUDENT TEAMS
## (N=22)

| QUESTION | PARENT-STUDENT TEAM RESPONSE |
|---|---|
| What Franklin device have you received this year?* | Language Master (n = 12)<br>Electronic Encyclopedia (n = 5)<br>This is 2nd year with Encyclopedia (n = 4) |
| How often does your team use the Franklin device for homework and school-related activities?[b] | Mean = 3.9 |
| What are some of the ways which you have used the Franklin device?* | •Homework (n = 17)<br>•School Projects (n = 18)<br>•School trips (n = 6)<br>•Personal Activities (n = 14)<br>•Other (e.g. spelling, definitions, essays, resumes, games) (n = 7) |
| Have you gotten the help you needed from the teacher coaches? | •Didn't need/didn't get help (n = 11)<br>•Got some help (n = 5)<br>•Got a lot of help (n = 5) |
| What kind of help did you get from the teacher coaches?* | •Help with using the devices at the conferences (n = 10)<br>•Help with mechanical problems (n = 3)<br>•Didn't need help (n = 2)<br>•Help with everything (n = 1) |
| What kind of additional assistance, training, or information could help you use your device more effectively? | •More training sessions (n = 6)<br>•Manuals written in simpler language (n = 2)<br>•An instructional videotape (n = 2)<br>•Information on repairing the device (n = 1) |
| What advice can you offer teams who will use these Franklin devices in the future?* | •The device is useful-use it,take good care of it, and keep learning from it (n = 15)<br>•Ask questions and take notes at the conferences (n = 2)<br>•Being involved in this program is very educational (n = 2)<br>•Work as a team with the student (n = 1) |
| Any comments or suggestions?* | <u>Comments</u>:<br>•Franklin devices are outstanding/help with grade improvement (n = 9)<br>•Devices are good for both students and parents (n = 2)<br>•Would like to participate in future similar programs (n = 3)<br><u>Suggestions</u>:<br>•Create support groups (n = 1)<br>•Have more training/reinforcement (n = 1) |

*A parent-student team may have more than one Franklin device.

[b]Using a Likert scale from 1 "Not At All" to 5 "All The Time".

*Multiple answers to this question are possible.

BEST COPY AVAILABLE

TABLE A-11
1993-94 H.S. 100.297 (89-313)
TEACHER COACH END-OF-YEAR SURVEY
(N=9)

| QUESTION | RESPONSE |
|---|---|
| Describe your specific activities as a Teacher Coach in this program during the academic year.* | •Directly coached parent/student teams about equipment use (n=9)<br>•Workshop or trip participant (n=2)<br>•Spanish translator (n=1)<br>•Workshop facilitator (n=1) |
| Did you receive enough training on the Franklin devices or the laptop to enable you to assist teams? | **FRANKLIN WORDMASTER:**<br>6 said they received enough training<br>2 said they need help with games<br>1 needs help with the rhyming feature<br>**FRANKLIN ENCYCLOPEDIA:**<br>7 said they received enough training<br>1 needs help with titles/subtitles<br>**LAPTOP:**<br>6 said they received enough training<br>2 would like additional training<br>1 needs help with word processing |
| What were the strengths of the program this year?* | •The concept of parent/student teams (n=4)<br>•Multi-faceted activities, like museum trip (n=4)<br>•Offering cutting-edge technology (n=3)<br>•Building student self-esteem (n=2) |
| What areas of the program need revision in the future?* | •Start earlier in the school year (n=3)<br>•Coaches need more time to reach all students (n=2)<br>•Coaches need more training (n=2) |
| Any comments or suggestions?* | <u>Comments</u>:<br>•5 said the program was visionary,excellent, delivering services directly to those who need it"<br>•1 said the program is "the highlight of my career"<br>•1 said that the coaches and the administrators were very supportive |

*Multiple responses to this question are possible.

# APPENDIX B

## APPENDIX B
## EVALUATION SUMMARY OF 1993-94 THEATRE FOR A NEW AUDIENCE ARTS IN EDUCATION COMPONENT OF H.S. PL 100.297 (formerly 89-313) PROGRAM

- The Theatre For A New Audience (T.F.N.A.) program was fully implemented at one elementary, one middle, and 31 high schools. In the fall of 1993, the program was implemented at six schools, and at 27 schools in the spring of 1994, for a total of 33 schools served during the academic year.

- T.F.N.A. provided 18-visit residencies by program playwrights. A total of 690 Special Education students in 46 classes program-wide were served. In addition, some services were provided to 810 mainstream students. Twenty playwrights served 24 Special Education schools, and five playwrights served the mainstream classes. Some playwrights served more than one residency. The program culminated in two performances of student work staged by the program actors and presented to the student playwrights, their classmates, parents, and invited guests.

- T.F.N.A. was evaluated positively by participating teachers, administrators, students, and by OER evaluators/observers.

As a part of the 100.297 program, the Division of High Schools Special Education Operations implemented the Theatre For A New Audience program in 33 schools during the 1993-94 academic year. The program provided training through the New Voices playwriting component to students in need a voice for their everyday problems at home and at school. A small number of classes began the 18-visit, one-semester residency in the fall of 1993 (six schools had their residencies in the fall, 27 schools had their residencies in the spring of 1994). Two or three of the special education classes were served during each visit by the playwright, with a three hour residency session at each site. Program actors offered a writing and performance workshop, where dramatic readings of the student plays took place. The actors assisted the students in the mechanics of playwriting, involved the students in improvisations to encourage verbalizing and acting out their feelings and experiences, and helped the program participants to understand how they could express thoughts and emotions through playwriting.

The T.F.N.A. program was conducted during English class. The majority of secondary English teachers whose students were

program participants chose to become actively involved with the program (15 out of 16 responding teachers referred to themselves as "active participants", see Table B-1). Some training was offered to teachers prior to the program's beginning, and teachers responding to a survey rated their preparedness to carry on the playwriting program after the playwrights complete their residencies very highly (a mean rating of 4.1 on a Likert scale where 5 means "very prepared" see Table B-1)*.

Administrators who were involved in the T.F.N.A. program were surveyed about their involvement. Of the 11 respondents, five said that they have been involved with the program for one year, five said they were involved for two years, and one administrator stated that this was the third year of involvement (see Table B-2). The overall impression of the program by the participating administrators was very positive, with a mean rating of 4.8" (see Table B-2).

Student program participants were surveyed about their involvement with Theatre For A New Audience. Two hundred responses were received, and the answers that the students gave were positive overall. Eighty-eight percent of those responding gave an affirmative answer to the question, "Did you enjoy participating in this program?" (see Table B-3). The overall mean rating of the program activities was 4.3 (see Table B-3).

The Office of Educational Research's (OER's) evaluation of the program consisted of three parts:

1) observations of class playwriting sessions, teacher training orientation sessions, and sessions where the program's actors visited classrooms at two randomly selected schools;

2) interviews with T.F.N.A.'s Educational Director, the actors, and two of the playwrights, plus surveys completed by 200 students, 16 teachers, and 11 administrators involved with the program; and

3) observation of the culminating activity of the long-term component--two days of plays performed by the actors involved with the program. The plays were written by the program participants.

In addition, "Titus Andronicus" was performed by T.F.N.A. actors for the program participants. This performance served as an introduction to classical theatre for many of the students.

OER found that all those interviewed viewed the program as a positive addition to the students' lives. Comments included: "The program as presented was very enjoyable. My students were quite negative in the beginning. After a few sessions they

---

*5 point Likert scales were used throughout the report, with 1 representing the lowest end of the scale, and 5 representing the most positive end of the scale.

started to look forward to your presence.", and "Our students became more interested in class after seeing the play Titus Andronicus. Many of them work harder than I've ever seen before this program."

OER observers' reactions were also positive. Observers gave the observed sessions an average effectiveness score of 4.3. The activities involving the actors were also evaluated positively by OER, as were the training sessions for teachers and administrators, run by the T.F.N.A. Educational Director and the playwrights.

The final reading was observed by OER evaluators, and was determined to be a very positive experience. Actors read and performed scenes from 24 different student-created plays (one from each Special Education school) during two different performances on consecutive days. Students reacted enthusiastically to seeing the plays that they and their classmates had written come to life on the stage.

The Director of P.L. 100.297 explained her rationale for bringing the experience of theatre arts through dramatic writing into the classroom. The program ties in with the English curriculum, broadens the social experiences that the students have, and gives the students a greater awareness of the different professions available to them in the adult world. The Director felt these goals have been met during the 1993-94 program. She noted that this year was particularly successful due to the doubling of the number of schools, students, and teachers targeted, compared to the past year's program, (which was the first time New Voices" was implemented in its current format).

Two playwrights were interviewed about the program's progress from their point of view. One playwright was in her second year of residency at the school. She felt that this continuity was very positive, especially in the way the teachers and the playwright worked together toward accomplishing the program's goals. She said: "The (students') enthusiasm to write increases after my first visit--it seems real to them. They can write a play." The other playwright, who was in her first year of residency with New Voices, believed that things went better than she had expected, with many students opening up to her and becoming more enthusiastic about involvement as the residency progressed. The playwright said, "It was a battle, but the sense of pride was overwhelming when they completed the task."

Some suggestions offered by the playwrights for future program improvement included: improve communications between the program and the school so that the students are thoroughly prepared for what to expect of program involvement (perhaps by inviting potential program participants to the final presentation

---

"New Voices is another name for the playwriting program that is part of Theatre For A New Audience.

of the student plays in June prior to the fall when they will become involved in the program); and encourage continuity in the program by having the same playwright serve a residency every year at a school.

The Educational Director of T.F.N.A. was interviewed by OER. According to the Director, the program's mission was to build and educate diverse audiences. The staff, consisting of playwrights and actors in partnership with classroom teachers and administrators, work together to help the students address their own voice through new approaches to learning. In the Educational Director's opinion, the goals of connecting the artistic and the educational world, and helping actors become more effective teachers when bringing art into the classroom, have been met.

OER believes that some of the aspects of the program that need to be reviewed include: implementing extensive, ongoing training for classroom teachers so that they can better prepare students for participation in the New Voices program; and working more closely with the school administrators to resolve scheduling difficulties and allow participation and support on the part of these administrators in the program's activities.

OER makes the following recommendations:

- Expand the New Voices program of Theatre For A New Audience to include more students;
- Offer extensive, ongoing training to teachers and administrators whose students are program participants; and
- Develop methods for encouraging parental involvement in the program from the first day of the program's on-site implementation.

**TABLE B-1**
1993-94 P.L. 100.297 (H.S. 89-313) Arts In Education Program
Theatre For A New Audience
Teacher Evaluation Survey (N=16)

| QUESTION | RESPONSE |
|---|---|
| How long have you been a participant in the TFNA[a] program? | One year (n=10)<br>Three years (n=4)<br>Two years (n=1) |
| Number of training sessions prior to the start of the TFNA program this year? | None (n=4)<br>One (n=4)<br>Two (n=3) |
| How do you perceive your role in the TFNA program? | Active Participant (n=15)<br>Observer (n=1) |
| In your opinion, how many of your students have benefitted from participation in this program? | All of them (n=6)<br>Most of them (n=2)<br>Other (n=8) |
| To what degree do you feel prepared to carry on the playwriting activities after the playwright leaves? | Mean= 4.1[b] |
| How would you rate the overall success of the program in improving students' communication skills? | Mean= 4.7[c] |
| Any comments or suggestions? | •Very pleased with the outcome of the program (n=7)<br>•Expand the program to include more students (n=3) |

[a]Acronym for Theatre For A New Audience
[b]Using a Likert scale from 1 "Not At All Prepared" to 5 "Very Prepared".
[c]Using a Likert scale from 1 "Not Successful" to 5 "Very Successful".

**TABLE B-2**
1993-94 P.L. 100.297 (H.S. 89-313) Arts In Education Program
Theatre For A New Audience
Administrator Evaluation Survey (N=11)

| QUESTION | RESPONSE |
|---|---|
| How long have you been involved with the TFNA[a] program? | One year (n=5)<br>Two years (n=5)<br>Three years (n=1) |
| Please describe your impression of the teacher training provided by TFNA this year. | Mean= 4.6[b] |
| Please rate your overall impression of the playwriting program itself. | Mean= 4.8[c] |
| Do you notice any changes in the student behavior and/or academic achievement that you can attribute to participation in this program?[d] | • Saw an enhanced sense of self-esteem (n=4)<br>• Saw students motivated and excited about their accomplishments (n=3)<br>• Saw an increase in class attendance (n=2)<br>Other responses made by 1 respondent each: program helped students with violence; program helped students get in touch with their feelings; seeing the plays motivated students to do work. |
| Any comments or suggestions?[d] | •Wonderful program (n=3)<br>•Continue the program next year (n=2) |

[a]Acronym for Theatre For A New Audience
[b]Using a Likert scale from 1 "Very Inadequate" to 5 "Very Adequate.
[c]Using a Likert scale from 1 "Not Very Effective" to 5 "Very Effective".
[d]Multiple answers are possible for this question.

**TABLE B-3**

1993-94 P.L. 100.297 (H.S. 89-313) Arts In Education Program
Theatre For A New Audience Student Evaluation Survey (N=200)

| QUESTION | PERCENT OF STUDENTS RESPONDING POSITIVELY |
|---|---|
| Did you enjoy participating in this program? | 88 percent |
| Did you enjoy participating in improvisations? | 59 percent |
| Did you enjoy working with the actors? | 74 percent |
| Did you enjoy expressing your ideas through drama? | 79 percent |
| Did you enjoy watching the actors perform your plays? | 85 percent |
| Did you enjoy seeing "Titus Andronicus"? | 50 percent |
| Did you enjoy reading your play aloud? | 50 percent |
| Did you learn about drama from participating in "Theatre For A New Audience"? | 75 percent |
| Did you learn to put your ideas into words on paper? | 86 percent |
| Did you learn how to use improvisations to put your ideas into spoken words? | 62 percent |
| Did you learn how to work cooperatively with classmates? | 63 percent |
| Did you learn how to be comfortable speaking in front of others? | 57 percent |
| Overall, how would you rate the activities you participated in with Theatre For A New Audience? | MEAN= 4.3[a] |
| What was the purpose of having the Theatre For A New Audience program, as you understand it?[b] | •Shows students how to write/express ideas (n=77)<br>•Shows students how to act/direct (n=32)<br>•Helps students work with feelings (n=22)<br>•Helps improve academic skills (n=14)<br>•It's fun (n=14)<br>•It builds self-esteem (n=8) |

[a]Using a Likert scale from 1 "Poor" to 5 "Excellent".

[b]Multiple answers to this question are possible.